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ABSTRACT

Consistent with its mission, the National Association of School Psychologists (NASP) has adopted an integrated set of comprehensive standards for the preparation, credentialing, and professional practice in school psychology. Standards for training and credentialing, ethical principles, and guidelines for practice have undergone review and revision several times since their initial adoption. This professional conduct manual for school psychology presents the most recent revisions adopted by the Delegate Assembly of NASP on July 16, 2000 in Durham, New Hampshire. The "Principles for Professional Ethics," effective January 1, 2001, are based on the assumptions that school psychologists will act as advocates for their students and clients, and that they will do no harm. Five sections of the guidelines address the principles for professional ethics, professional competency, professional relationships, general principles for professional practice, and the independent practice setting. The eight "Guidelines for the Provision of School Psychological Services," effective July 15, 2000, are also included. Guideline topics for the organization include: organization of service unit; climate; physical, personnel, and fiscal support systems; communication and technology; supervision; professional development and recognition systems; and contracted, independent provider services. (JDM)

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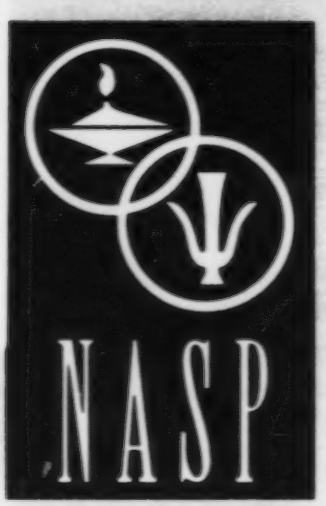

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Professional Conduct Manual

containing

Principles for Professional Ethics

and

Guidelines for the Provision of School Psychological Services

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NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

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National Association of School Psychologists

Professional Conduct Manual

Principles for Professional Ethics
Guidelines for the Provision of School Psychological Services

The contents of this booklet are standards documents that were approved by the Delegate Assembly of the Association on July 15, 2000, in Durham, New Hampshire.

This document was prepared by the
Professional Standards Revision Committee

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National Association of School Psychologists

Professional Conduct Manual

PREFACE

The National Association of School Psychologists (NASP), founded in 1969 as a not-for-profit organization, is the world's largest association of school psychologists. The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

Consistent with its mission, NASP has adopted and promotes an integrated set of comprehensive standards for preparation, credentialing, and professional practice in school psychology.

- *Guidelines for the Provision of School Psychological Services*
- *Principles for Professional Ethics*
- *Standards for the Credentialing of School Psychologists*
- *Standards for Training and Field Placement Programs in School Psychology*

The first of these policy documents appeared in 1972, with the adoption of *Guidelines for Training Programs in School Psychology.* Ethical principles were first adopted in 1974. In 1978, NASP adopted "standards" for credentialing, the provision of services, and training.

In addition to serving as a model for individual states, *Standards for the Credentialing of School Psychologists* serve as the foundation for the National School Psychology Certification System (NSPCS), established by NASP on January 1, 1989. Of necessity, national credentialing standards for school psychologists must be consistent with national training standards.

NASP training standards were initially approved by the National Council for the Accreditation of Teacher Education (NCATE) in 1982 for the review and accreditation of school psychology programs at the sixth-year/specialist and doctoral levels. In 1988, NCATE began to accredit education "units" (i.e., the administrative unit that houses professional education programs, typically the college of education), rather than programs. Concurrently, NCATE authorized the review of programs by professional member associations such as NASP for whom standards had been approved by NCATE. Consequently, only programs reviewed by NASP since 1988 can be identified as being "NASP Approved."

Ethical principles articulate the standards of NASP regarding the conduct expected of a professional school psychologist. Guidelines for the provision of services are intended to inform both the profession and the public of the hallmark of quality services that should be the goal of every school psychologist and every school psychological services delivery unit. Consequently, both documents are of major importance

in defining the field and in promoting excellence in the services provided by school psychologists.

Standards for training and for credentialing, ethical principles, and guidelines for practice have undergone review and revision several times since their initial adoption. The policy documents included here represent the most recent revision and were adopted by the Delegate Assembly of NASP on July 15, 2000.

Procedures for Revision and Adoption of Standards

In accordance with NASP policy, all NASP standards are reviewed every five years. The most recent review and revision was initiated in January, 1998, with a strategic planning process relative to all association standards. Because of their interrelatedness, all NASP standards (Hereafter, for ease of communication, if the phrase "all standards" is used, it will refer not only to standards for credentialing and training, but to ethical principles and guidelines for practice as well.) were revised concurrently. To ensure consistency, as well as participation by a broad range of interested constituencies, all four sets of standards were revised using a three-tiered structure.

Level I consisted of a 15-member Professional Standards Revision Committee that was responsible for soliciting and considering recommendations for revision of the standards, as well as reactions to drafts of revised standards. Although primary responsibility for the actual drafting of language was assigned to subgroups, all 15 members of the Committee were responsible for deciding what revisions were to be

incorporated into each set of standards. The following persons served on the Professional Standards Revision Committee:

Rhonda Armistead
George Batsche
Steven Coolahan
Michael Curtis
Margaret Dawson
Fred Grossman
Patti Harrison
Patricia Howard
Sawyer Hunley
Cornell Lane
Joseph Prus
Daniel Reschly
Jean Tanous
Nancy Waldron
Gordon Wrobel

Level II was titled the Development Group and included 43 members who were asked to critically review each draft of the revised standards and to provide the Committee with reactions and recommendations for further modification. The Development Group was carefully constituted to provide representation from a wide range of interested constituencies. The membership reflected gender and geographical balance, as well as representation for members of minority groups, university faculty, practicing school psychologists, state consultants, parents, and students. Membership also included representation based upon roles within NASP (e.g., state delegate, delegate representative, officer, program manager, committee or board chair/editor) and roles in other relevant organizations (e.g., Division of School Psychology of the American Psychological Association [APA], Council of Directors of School Psychology Programs [CDSPP], Trainers of School Psychologists

[TSP], parent advocacy organizations, and state school psychology associations). The following persons served in the Development Group:

Eric Andreassen
Leigh Armistead
James Batts
Travis Bonner
Philip Bowser
Lakeisha Bush
Andrea Canter
Deborah Crockett
Beth Doll
William Donelson
Ruth Fodness
Michael Forcade
Ginger Gates
Jerrold Harrenstein
Arthur Hernandez
Lee Huff
Jack Kamins
Judith Kaufman
John Jones
Richard Mainzer
Antigo Martin
Michael Martin
Josephine McCall
Jeffrey McNish
Deborah McVey
Kathleen Minke
Leslie Munson
Jack Naglieri
Karen O'Brien
Pamela Oksman
Lynda Thompson Palacek
Joseph Perry
Fred Provenzano
Mary Jo Quinlan
Robert Rhodes
Deborah Rose
Susan Safranski
Anastasia Skalski
Julie Staresnick
James Talmadge
Lynn Thies
Caroline Wandle
Barbara Bole Williams

Level III was titled the Reaction Group and included the entire leadership of NASP, as well as that of several other interested constituencies (Division of School Psychology of the APA, CDSPP, TSP) from whom input, reactions, and recommendations were solicited. The faculty of every identifiable school psychology training program were included in this group.

Following the strategic planning process, the Committee formulated a set of directions for proposed revisions. Those directions and potential revisions were presented to, discussed and approved by the NASP Delegate Assembly in July 1998.

Subsequently, all members of the NASP leadership and all members of the Development Group were invited to submit recommendations for revision of all standards. Announcement of the revision of standards and an invitation to provide recommendations for revision were published in the NASP *Communiqué*, which has a circulation of more than 21,000, including all association members, as well as a large number of interested constituencies. Recommendations for revision also were formally solicited from NCATE.

Based on input received, consideration of the school psychology literature, and national studies of demographic characteristics and professional practices in school psychology, drafts of revised standards were completed and disseminated to all members of both the Development Group and the entire NASP leadership. In addition, drafts of revised standards were posted on NASP's website and commentary was invited. Reactions and implications for further revision were discussed with the NASP Executive Council in January 1999.

A subsequent draft of each of the revised standards was again disseminated to the Development Group. Reactions were used to further refine the revised standards. Furthermore, in order to solicit and consider the perspectives of any interested person, the draft revisions of standards were announced and input solicited through NASP's website and also announced in the *Communiqué*. Open sessions were held at the 1999 NASP convention for the purpose of soliciting recommendations regarding the revisions. In addition to announcement

in the convention program, a letter was mailed to all university training program directors/coordinators notifying them of the revision of training standards and inviting them and their faculty to the open session at the convention. The proposed revisions also were discussed by the NASP Executive Council and Delegate Assembly in April 1999.

Using all input received, another draft of revised standards was developed and disseminated in July 1999. In addition to commentary, each respondent was invited to also indicate agreement or disagreement with each specific standard. Widespread support for the proposed standards was received.

Despite strong support for the proposed standards, every comment and recommendation received was considered by the committee. Some suggestions lead to further refinement of the standards. For example, the development of expanded descriptions of domains of school psychology training and practice were developed and included with the training standards in an appendix.

The most recent drafts of the revised standards were again disseminated and posted on the Association's webpage. Respondents were invited to comment and to express agreement or disagreement, as well as to provide recommendations for change. Proposed standards were again presented to the NASP Executive Council in January 2000 for discussion.

Having received widespread support, the proposed standards were presented to the NASP Delegate Assembly in April 2000 for the first formal reading prior to consideration of adoption (NASP policy requires that standards be presented to the Delegate Assembly for two formal readings in order to be adopted). The proposed standards were presented to the NASP Delegate Assembly for the second formal reading in

July 2000. *Guidelines for the Provision of School Psychological Services, Principles for Professional Ethics, Standards for the Credentialing of School Psychologists*, and *Standards for Training and Field Placement Programs in School Psychology* were each adopted by unanimous vote of the Delegate Assembly on July 15, 2000. The following dates should be used for implementation of the standards: *Guidelines for the Provision of School Psychological Services*, effective July 15, 2000; *Principles for Professional Ethics*, effective January 1, 2001; *Standards for the Credentialing of School Psychologists*, effective January 1, 2005; *Standards for Training and Field Placement Programs in School Psychology*, effective January 1, 2002.

National Association of School Psychologists

Principles for Professional Ethics

I. INTRODUCTION

The formal principles that elucidate the proper conduct of a professional school psychologist are known as *Ethics*. By virtue of joining the Association, each NASP member agrees to abide by the *Ethics*, acting in a manner that shows respect for human dignity and assuring a high quality of professional service. Although ethical behavior is an individual responsibility, it is in the interest of an association to adopt and enforce a code of ethics. If done properly, members will be guided toward appropriate behavior, and public confidence in the profession will be enhanced. Additionally, a code of ethics should provide due process procedures to protect members from potential abuse of the code. The NASP *Principles for Professional Ethics* have been written to accomplish these goals.

The principles in this manual are based on the assumptions that 1) school psychologists will act as advocates for their students/clients, and 2) at the very least, school psychologists will do no harm. These assumptions necessitate that school psychologists "speak up" for the needs and rights of their students/clients even at times when it may be difficult to do so. School psychologists also are constrained to provide only those services for which they have acquired an acknowledged level of experience, training, and competency. Beyond these basic premises, judgment is required to apply the ethical principles to the fluid and expanding interactions between school and community.

There are many different sources of advice for the proper way to behave; local policies, state laws, federal laws, credentialing standards, professional association position statements, and books that recommend "Best Practices" are just a few. Given one's employment situation and the array of recommendations, events may develop in which the ethical course of action is unclear.

The Association will seek to enforce the Ethical Principles with its members. NASP's *Guidelines for the Provision of School Psychological Services* are typically not enforced, although all members should work toward achieving the hallmarks of quality services delivery that are described therein. Similarly, "position statements" and "best practices" documents are not adjudicated. The guidance of the *Ethical Principles* is intentionally broad to make it more enduring than other documents that reflect short-term opinions about specific actions shaped by local events, popular trends, or recent developments in the field. The member must use judgment to infer the situation-specific rule from the general ethical principle. The lack of a specific reference to a particular action does not indicate permission or provide a defense against a charge of unethical practice. (For example, the document frequently refers to a school psychologist's relationships with a hypothetical "student/client." Because school psychologists work in a wide variety of settings, there is no single term that neatly identifies the "other" individual in the professional relationship. Therefore, one should apply *Ethical Principles* in all professional situations, realizing that one is not released from responsibility simply because another individual is not strictly a "student" or a "client.")

The principles in this manual are organized into several sections as a result of editorial judgment. Therefore, principles discussed in one section may also apply to other

sections. Every school psychologist, regardless of position (e.g., practitioner, researcher, university trainer, supervisor, state or federal consultant, administrator of psychological services) or setting (e.g., public or private school, community agency, hospital, university, private practice) should reflect upon the theme represented in each ethical principle to determine its application to her or his individual situation. For example, although a given principle may specifically discuss responsibilities toward "clients," the intent is that the standards would also apply to supervisees, trainees, and research participants. At times, the *Ethics* may require a higher standard of behavior than the prevailing policies and pertinent laws. Under such conditions, members should adhere to the *Ethics*. Ethical behavior may occasionally be forbidden by policy or law, in which case members are expected to declare their dilemma and work to bring the discrepant regulations into compliance with the *Ethics*. To obtain additional assistance in applying these principles to a particular setting, a school psychologist should consult with experienced school psychologists and seek advice from the National Association of School Psychologists or the state school psychology association.

Throughout the *Principles for Professional Ethics*, it is assumed that, depending on the role and setting of the school psychologist, the client could include children, parents, teachers and other school personnel, other professionals, trainees, or supervisees.

Procedural guidelines for filing an ethical complaint and the adjudication of ethical complaints are available from the NASP office or website (*www.naspweb.org*).

II. PROFESSIONAL COMPETENCY

A. General

1. School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing services. They must continually obtain additional training and education to provide the best possible services to children, families, schools, communities, trainees, and supervisees.

2. Competence levels, education, training, and experience are declared and accurately represented to clients in a professional manner.

3. School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence that exceeds that which has actually been achieved.

4. School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools.

5. School psychologists refrain from any activity in which their personal problems or conflicts may interfere with professional effectiveness. Competent assistance is sought to alleviate conflicts in professional relationships.

6. School psychologists know the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment setting or practice. Ignorance or

misapplication of an ethical principle is not a reasonable defense against a charge of unethical behavior.

III. PROFESSIONAL RELATIONSHIPS

A. General

1. School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for children, their families, and the school community. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists accept responsibility for the appropriateness of their professional practices.

2. School psychologists respect all persons and are sensitive to physical, mental, emotional, political, economic, social, cultural, ethnic and racial characteristics, gender, sexual orientation, and religion.

3. School psychologists in all settings maintain professional relationships with children, parents, and the school community. Consequently, parents and children are to be fully informed about all relevant aspects of school psychological services in advance. The explanation should take into account language and cultural differences, cognitive capabilities, developmental level, and age so that it may be understood by the child, parent, or guardian.

4. School psychologists attempt to resolve situations in which there are divided or conflicting interests in a manner that is mutually beneficial and protects the rights of all parties involved.

5. School psychologists are responsible for the direction and nature of their personal loyalties or objectives. When these commitments may influence a professional relationship, school psychologists inform all concerned persons of relevant issues in advance, including, when applicable, their direct supervisor for consideration of reassignment of responsibilities.

6. School psychologists do not exploit clients through professional relationships or condone these actions in their colleagues. No individuals, including children, clients, employees, colleagues, trainees, parents, supervisees, and research participants, will be exposed to deliberate comments, gestures, or physical contacts of a sexual nature. School psychologists do not harass or demean others based on personal characteristics. School psychologists do not engage in sexual relationships with their students, supervisees, trainees, or past or present clients.

7. Dual relationships with clients are avoided. Namely, personal and business relations with clients may cloud one's judgment. School psychologists are aware of these situations and avoid them whenever possible.

8. School psychologists attempt to resolve suspected detrimental or unethical practices on an informal level. If informal efforts are not productive, the appropriate professional organization is contacted for assistance, and procedures established for questioning ethical practice are followed:

    a. The filing of an ethical complaint is a serious matter. It is intended to improve the behavior of a colleague that is harmful to the profession and/or the public.

Therefore, school psychologists make every effort to discuss the ethical principles with other professionals who may be in violation.

b. School psychologists enter into the complaint process thoughtfully and with concern for the well-being of all parties involved. They do not file or encourage the filing of an ethics complaint that is frivolous or motivated by revenge.

c. Some situations may be particularly difficult to analyze from an ethical perspective. School psychologists consult ethical standards from related fields and seek assistance from knowledgeable, experienced school psychologists and relevant state/national associations to ascertain an appropriate course of action.

d. School psychologists document specific instances of suspected ethical violations (i.e., date, time, relevant details) as well as attempts to resolve these violations.

9. School psychologists respect the confidentiality of information obtained during their professional work. Information is revealed only with the informed consent of the child, or the child's parent or legal guardian, except in those situations in which failure to release information would result in clear danger to the child or others. Obsolete confidential information will be shredded or otherwise destroyed before placement in recycling bins or trash receptacles.

10. School psychologists discuss confidential information only for professional purposes and only with persons who have a legitimate need to know.

11. School psychologists inform children and other clients of the limits of confidentiality at the outset of establishing a professional relationship.

B. Students

1. School psychologists understand the intimate nature of consultation, assessment, and direct service. They engage only in professional practices that maintain the dignity and integrity of children and other clients.

2. School psychologists explain important aspects of their professional relationships in a clear, understandable manner that is appropriate to the child's or other client's age and ability to understand. The explanation includes the reason why services were requested, who will receive information about the services provided, and the possible outcomes.

3. When a child initiates services, school psychologists understand their obligation to respect the rights of a child to initiate, participate in, or discontinue services voluntarily (See III-C-2 for further clarification). When another party initiates services, the school psychologist will make every effort to secure voluntary participation of the child.

4. Recommendations for program changes or additional services will be discussed with appropriate individuals, including any alternatives that may be available.

C. Parents, Legal Guardians, and Appointed Surrogates

1. School psychologists explain all services to parents in a clear, understandable manner. They strive to propose a

set of options that takes into account the values and capabilities of each parent. Service provision by interns, practicum students, or other trainees should be explained and agreed to in advance.

2. School psychologists recognize the importance of parental support and seek to obtain that support by assuring that there is direct parent contact prior to seeing the child on an ongoing basis. (Emergencies and "drop-in" self-referrals will require parental notification as soon as possible. The age and circumstances under which children may seek services without parental consent varies greatly; be certain to comply with III-D-5.) School pyschologists secure continuing parental involvement by a frank and prompt reporting to the parent of findings and progress that conforms to the limits of previously determined confidentiality.

3. School psychologists encourage and promote parental participation in designing services provided to their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.

4. School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative community resources.

5. School psychologists discuss with parents the recommendations and plans for assisting their children. The discussion includes alternatives associated with each set of plans, which show respect for the ethnic/cultural values of the family. The parents are informed of sources of help available at school and in the community.

6. School psychologists discuss the rights of parents and children regarding creation, modification, storage, and disposal of confidential materials that will result from the provision of school psychological services.

D. Community

1. School psychologists also are citizens, thereby accepting the same responsibilities and duties as any member of society. They are free to pursue individual interests, except to the degree that those interests compromise professional responsibilities.

2. School psychologists may act as individual citizens to bring about social change in a lawful manner. Individual actions should not be presented as, or suggestive of, representing the field of school psychology or the Association.

3. As employees or employers, in public or independent practice domains, school psychologists do not engage in or condone practices that discriminate against children, other clients, or employees (if applicable) based on race, disability, age, gender, sexual orientation, religion, national origin, economic status, or native language.

4. School psychologists avoid any action that could violate or diminish the civil and legal rights of children and other clients.

5. School psychologists adhere to federal, state, and local laws and ordinances governing their practice and advocacy efforts. If regulations conflict with ethical guidelines, school psychologists seek to resolve such conflict through positive, respected, and legal channels, including advocacy efforts involving public policy.

E. Other Professionals

1. To best meet the needs of children and other clients, school psychologists cooperate with other professional disciplines in relationships based on mutual respect.

2. School psychologists recognize the competence of other professionals. They encourage and support the use of all resources to best serve the interests of children and other clients.

3. School psychologists should strive to explain their field and their professional competencies, including roles, assignments, and working relationships to other professionals.

4. School psychologists cooperate and coordinate with other professionals and agencies with the rights and needs of children and other clients in mind. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.

5. The child or other client is referred to another professional for services when a condition or need is identified which is outside the professional competencies or scope of the school psychologist.

6. When transferring the intervention responsibility for a child or other client to another professional, school psychologists ensure that all relevant and appropriate individuals, including the child/client when appropriate, are notified of the change and reasons for the change.

7. When school psychologists suspect the existence of detrimental or unethical practices by a member of another profession, informal contact is made with that person to express the concern. If the situation cannot be resolved in this manner, the appropriate professional organization is contacted for assistance in determining the procedures established by that profession for examining the practices in question.

8. School psychologists who employ, supervise, or train other professionals, accept the obligation to provide continuing professional development. They also provide appropriate working conditions, fair and timely evaluation, and constructive consultation.

F. School Psychologist Trainees and Interns

1. School psychologists who supervise interns are responsible for all professional practices of the supervisees. They assure children and other clients and the profession that the intern is adequately supervised as designated by the practice guidelines and training standards for school psychologists.

2. School psychologists who conduct or administer training programs provide trainees and prospective trainees with accurate information regarding program sponsorships/endorsements/accreditation, goals/objectives, training processes and requirements, and likely outcomes and benefits.

3. School psychologists who are faculty members in colleges or universities or who supervise clinical or field placements apply these ethical principles in all work with school psychology trainees. In addition, they promote

the ethical practice of trainees by providing specific and comprehensive instruction, feedback, and mentoring.

4. School psychology faculty members and clinical or field supervisors uphold recognized standards of the profession by providing training related to high quality, responsible, and research-based school psychology services. They provide accurate and objective information in their teaching and training activities; identify any limitations in information; and acknowledge disconfirming data, alternative hypotheses, and explanations.

5. School psychology faculty members and clinical or field supervisors develop and use evaluation practices for trainees that are objective, accurate, and fair.

IV. Professional Practices—General Principles

A. Advocacy

1. School psychologists typically serve multiple clients including children, parents, and systems. When the school psychologist is confronted with conflicts between client groups, the primary client is considered to be the child. When the child is not the primary client, the individual or group of individuals who sought the assistance of the school psychologist is the primary client.

2. School psychologists consider children and other clients to be their primary responsibility, acting as advocates for their rights and welfare. If conflicts of interest between clients are present, the school psychologist supports conclusions that are in the best interest of the child. When choosing a course of action, school psychologists

take into account the rights of each individual involved and the duties of school personnel.

3. School psychologists' concerns for protecting the rights and welfare of children are communicated to the school administration and staff as the top priority in determining services.

4. School psychologists understand the public policy process to assist them in their efforts to advocate for children, parents, and systems.

B. Service Delivery

1. School psychologists are knowledgeable of the organization, philosophy, goals, objectives, and methodologies of the setting in which they are employed.

2. School psychologists recognize that an understanding of the goals, processes, and legal requirements of their particular workplace is essential for effective functioning within that setting.

3. School psychologists attempt to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within that system.

4. School psychologists who provide services to several different groups may encounter situations in which loyalties are conflicted. As much as possible, the stance of the school psychologist is made known in advance to all parties to prevent misunderstandings.

5. School psychologists promote changes in their employing agencies and community service systems that will benefit their clients.

C. Assessment and Intervention

1. School psychologists maintain the highest standard for educational and psychological assessment and direct and indirect interventions.

   a. In conducting psychological, educational, or behavioral evaluations or in providing therapy, counseling, or consultation services, due consideration is given to individual integrity and individual differences.

   b. School psychologists respect differences in age, gender, sexual orientation, and socioeconomic, cultural, and ethnic backgrounds. They select and use appropriate assessment or treatment procedures, techniques, and strategies. Decision-making related to assessment and subsequent interventions is primarily data-based.

2. School psychologists are knowledgeable about the validity and reliability of their instruments and techniques, choosing those that have up-to-date standardization data and are applicable and appropriate for the benefit of the child.

3. School psychologists use multiple assessment methods such as observations, background information, and information from other professionals, to reach comprehensive conclusions.

4. School psychologists use assessment techniques, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice.

5. School psychologists do not condone the use of psychological or educational assessment techniques, or the misuse of the information these techniques provide, by unqualified persons in any way, including teaching, sponsorship, or supervision.

6. School psychologists develop interventions that are appropriate to the presenting problems and are consistent with data collected. They modify or terminate the treatment plan when the data indicate the plan is not achieving the desired goals.

7. School psychologists use current assessment and intervention strategies that assist in the promotion of mental health in the children they serve.

D. Reporting Data and Conference Results

1. School psychologists ascertain that information about children and other clients reaches only authorized persons.

   a. School psychologists adequately interpret information so that the recipient can better help the child or other clients.

   b. School psychologists assist agency recipients to establish procedures to properly safeguard confidential material.

2. School psychologists communicate findings and recommendations in language readily understood by the intended recipient. These communications describe potential consequences associated with the proposals.

3. School psychologists prepare written reports in such form and style that the recipient of the report will be able to assist the child or other clients. Reports should emphasize recommendations and interpretations; unedited computer-generated reports, pre-printed "check-off" or "fill-in-the-blank" reports, and reports that present only test scores or global statements regarding eligibility for special education without specific recommendations for intervention are seldom useful. Reports should include an appraisal of the degree of confidence that could be assigned to the information. Alterations of previously released reports should be done only by the original author.

4. School psychologists review all of their written documents for accuracy, signing them only when correct. Interns and practicum students are clearly identified as such, and their work is co-signed by the supervising school psychologist. In situations in which more than one professional participated in the data collection and reporting process, school psychologists assure that sources of data are clearly identified in the written report.

5. School psychologists comply with all laws, regulations, and policies pertaining to the adequate storage and disposal of records to maintain appropriate confidentiality of information.

E. Use of Materials and Technology

1. School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine the use of the device. School psychologists are responsible for the security requirements specific to each instrument used.

2. School psychologists obtain written prior consent or they remove identifying data presented in public lectures or publications.

3. School psychologists do not promote or encourage inappropriate use of computer-generated test analyses or reports. In accordance with this principle, a school psychologist would not offer an unedited computer report as his or her own writing or use a computer-scoring system for tests in which he or she has no training. They select scoring and interpretation services on the basis of accuracy and professional alignment with the underlying decision rules.

4. School psychologists maintain full responsibility for any technological services used. All ethical and legal principles regarding confidentiality, privacy, and responsibility for decisions apply to the school psychologist and cannot be transferred to equipment, software companies, or data-processing departments.

5. Technological devices should be used to improve the quality of client services. School psychologists will resist applications of technology that ultimately reduce the quality of service.

6. To ensure confidentiality, student/client records are not transmitted electronically without a guarantee of privacy. In line with this principle, a receiving FAX machine must be in a secure location and operated by employees cleared to work with confidential files, and e-mail messages must be encrypted or else stripped of all information that identifies the student/client.

7. School psychologists do not accept any form of remuneration in exchange for data from their client data base without informed consent.

F. Research, Publication, and Presentation

1. When designing and implementing research in schools, school psychologists choose topics and employ research methodology, subject selection techniques, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists clearly identify their level of training and graduate degree on all communications to research participants.

2. Prior to initiating research, school psychologists working in agencies without review committees should have at least one other colleague, preferably a school psychologist, review the proposed methods.

3. School psychologists follow all legal procedures when conducting research, including following procedures related to informed consent, confidentiality, privacy, protection from harm or risks, voluntary participation, and disclosure of results to participants. School psychologists demonstrate respect for the rights of and well-being of research participants.

4. In publishing reports of their research, school psychologists provide discussion of limitations of their data and acknowledge existence of disconfirming data, as well as alternate hypotheses and explanations of their findings.

5. School psychologists take particular care with information presented through various impersonal media (e.g., radio, television, public lectures, popular press articles, promotional materials.). Recipients should be informed that the information does not result from or substitute for a professional consultation. The information should be based on research and experience within the school psychologist's recognized sphere of competence. The statements should be consistent with these ethical principles and should not mistakenly represent the field of school psychology or the Association.

6. School psychologists uphold copyright laws in their publications and presentations and obtain permission from authors and copyright holders to reproduce other publications or materials. School psychologists recognize that federal law protects the rights of copyright holders of published works and authors of non-published materials.

7. When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others and acknowledge sources and assign credit to those whose ideas are reflected.

8. School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.

9. School psychologists make available data or other information upon which conclusions and claims reported in publications and presentations are based, provided that the data are needed to address a legitimate concern or need and that the confidentiality and other rights of all research participants are protected.

10. If errors are discovered after the publication or presentation of research and other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

11. School psychologists accurately reflect the contributions of authors and other individuals in publications and presentations. Authorship credit and the order in which authors are listed are based on the relative contributions of the individual authors. Authorship credit is given only to individuals who have made substantial professional contributions to the research, publication, or presentation.

12. School psychologists only publish data or other information that make original contributions to the professional literature. School psychologists do not publish the same findings in two or more publications and do not duplicate significant portions of their own previous publications without permission of copyright holders.

13. School psychologists who participate in reviews of manuscripts, proposals, and other materials for consideration for publication and presentation respect the confidentiality and proprietary rights of the authors. School psychologists who review professional materials limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate

the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.

V. PROFESSIONAL PRACTICE SETTINGS—INDEPENDENT PRACTICE

A. Relationship with Employers

1. Some school psychologists are employed in a variety of settings, organizational structures, and sectors and, as such, may create a conflict of interest. School psychologists operating in these different settings recognize the importance of ethical standards and the separation of roles and take full responsibility for protecting and completely informing the consumer of all potential concerns.

2. School psychologists dually employed in independent practice and in a school district may not accept any form of remuneration from clients who are entitled to the same service provided by the school district employing the school psychologist. This includes children who attend the non-public schools within the school psychologist's district.

3. School psychologists in independent practice have an obligation to inform parents of any school psychological services available to them at no cost from the public or private schools prior to delivering such services for remuneration.

4. School psychologists working in both independent practice and employed by school districts conduct all independent practice outside of the hours of contracted public employment.

5. School psychologists engaged in independent practice do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer.

B. Service Delivery

1. School psychologists conclude a financial agreement in advance of service delivery.

    a. School psychologists ensure to the best of their ability that the client clearly understands the agreement.

    b. School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

2. School psychologists in independent practice adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated.

3. School psychologists in independent practice prevent misunderstandings resulting from their recommendations, advice, or information. Most often, direct consultation between the school psychologist in private practice and the school psychologist responsible for the student in the public sector will resolve minor differences of opinion without unnecessarily confusing the parents, yet keep the best interests of the student or client in mind.

4. Personal diagnosis and therapy are not given by means of public lectures, newspaper columns, magazine articles, radio and television programs, or mail. Any information

shared through mass media activities is general in nature and is openly declared to be so.

C. Announcements/Advertising

1. Appropriate announcement of services, advertising, and public media statements may be necessary for school psychologists in independent practice. Accurate representations of training, experience, services provided, and affiliation are done in a restrained manner. Public statements must be based on sound and accepted theory, research, and practice.

2. Listings in telephone directories are limited to the following: name/names, highest relevant degree, state certification/licensure status, national certification status, address, telephone number, brief identification of major areas of practice, office hours, appropriate fee information, foreign languages spoken, policy regarding third-party payments, and license number.

3. Announcements of services by school psychologists in independent practice are made in a formal, professional manner using the guidelines of V-C-2. Clear statements of purposes with unequivocal descriptions of the experiences to be provided are given. Education, training, and experience of all staff members are appropriately specified.

4. School psychologists in independent practice may use brochures in the announcement of services. The brochures may be sent to other professionals, schools, business firms, governmental agencies, and other similar organizations.

5. Announcements and advertisements of the availability of publications, products, and services for sale are professional and factual.

6. School psychologists in independent practice do not directly solicit clients for individual diagnosis, therapy, and for the provision of other school psychological services.

7. School psychologists do not compensate in any manner a representative of the press, radio, or television in return for personal professional publicity in a news item.

National Association of School Psychologists

Guidelines for the Provision of School Psychological Services

INTRODUCTION

The *Guidelines for the Provision of School Psychological Services* represent the position of the National Association of School Psychologists (NASP) regarding the delivery of appropriate and comprehensive school psychological services. First written in 1978, revised in 1984, 1992, 1997, and 2000, the *Guidelines* serve as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The *Guidelines* provide direction to school psychologists, students, and trainers in school psychology, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. They also delineate what services might reasonably be expected to be available from most school psychologists and, thus, should help to further define the field. In addition, they are intended to educate the profession and the public regarding appropriate professional practices and, hopefully, will stimulate the continued development of the profession.

A principal objective of the *Guidelines* is to inform policy and decision-makers of the major characteristics of comprehensive school psychological services. The first section presents

the responsibilities of the individual school psychologist. The second section outlines responsibilities that should be assumed by the unit responsible for providing psychological services within an organization (e.g., school district, community agency) that employs school psychologists. The "unit" is defined as the entity (e.g., the single school psychologist in a small district, a psychological services unit in a large district, a district that contracts with an agency for psychological services) that is responsible for ensuring that schools, students, and families receive comprehensive psychological services.

Not all school psychologists or school psychological service units will be able to meet every standard contained within this document. Nevertheless, it is anticipated that these guidelines will serve as a model of "good practice" for program development and professional practice on a federal, state, and local level.

School psychologists will perceive that it is in their own best interest—and that of the agencies, parents, and children they serve—to adhere to and support these *Guidelines*. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within these *Guidelines*.

NASP acknowledges that the *Guidelines* set requirements for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statues and rules, and the state and local plans resulting from them, should incorporate the suggestions contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates.

Nothing in these *Guidelines* should be construed as superseding such relevant rules and regulations.

The *Guidelines* provide flexibility, permitting agencies and professionals to develop procedures, polices, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the *Guidelines* have sufficient specificity to insure that services will be provided appropriately and adequately.

PRACTICE GUIDELINES

Practice Guideline 1

School psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery.

School psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.

1.1 School psychologists define problems in ways that (a) identify desired goals (e.g., academic/behavioral), (b) are measurable, (c) are agreed upon by those involved, and (d) are linked appropriately to assessment strategies.

1.2 School psychologists select assessment method(s) that are validated for the problem area under consideration including formal and informal assessment procedures, as appropriate, and include data collected from all settings and persons necessary and appropriate to complete the problem-solving process.

1.3 School psychologists develop and implement effective interventions that are based upon the data collected and related directly to the desired outcomes of those interventions.

1.4 School psychologists use appropriate assessment information to evaluate interventions to determine their effectiveness, their need for modification, or their need for redevelopment. Effectiveness is determined by the relationship between the actual outcome of the intervention and the desired goal articulated in the problem solving process.

1.5 School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Practice Guideline 2

School psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. School psychologists must understand the degree to

which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.

2.1 School psychologists use decision-making skills and are proficient in systems consultation to facilitate communication and collaboration with students and school personnel, community professionals, agencies, and families/schools.

2.2 School psychologists participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, school psychologists facilitate organization development and change.

2.3 School psychologists must be able to present and disseminate information to diverse communities, such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts, in an organized and meaningful manner.

2.4 School psychologists facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution and negotiation skills.

2.5 School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district local, state, and federal levels.

Practice Guideline 3

School psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

3.1 School psychologists apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.

3.2 School psychologists incorporate assessment information to the development of instructional strategies to meet the individual learning needs of children.

3.3 School psychologists use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.

3.4 School psychologists assist in facilitating and implementing a variety of research-based instructional methods (e.g., cooperative learning, class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.

3.5 School psychologists assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.

3.6 School psychologists promote the principles of student-centered learning to help students develop (when appropriate) their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.

3.7 School psychologists are informed about advances in curriculum and instruction and share this knowledge with educators, parents, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.

Practice Guideline 4

School psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.

4.1 School psychologists use decision-making models (e.g., functional behavioral assessment) that consider the antecedents, consequences, functions, and potential causes of behavioral problems experienced by students with disabilities, which may impair learning or socialization.

4.2 School psychologists identify factors that facilitate the development of optimal learning environments. Optimal learning environments are characterized as settings where all members of the school or agency community treat one another with respect and dignity. Optimal

learning environments are characterized as settings where students' basic needs are assured so that learning can occur and health and mental health are systematically evaluated.

4.3 School psychologists facilitate the development and implementation of strategies that result in instructional environments which foster learning and high rates of academic engaged time and reduce the presence of factors that promote alienation and impact learning and behavioral progress.

4.4 School psychologists demonstrate appropriate knowledge of treatment acceptability and treatment integrity by including these principles in the development, implementation, and evaluation of interventions.

4.5 School psychologists apply the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings—school, home, and community.

4.6 School psychologists develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of alternative, appropriate approaches (e.g., positive reinforcement, social skills training, academic interventions) to student discipline, ecological and behavioral approaches to classroom management, and awareness of classroom climate.

4.7 School psychologists assist parents and other adult caregivers in the development, implementation, and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of their child.

4.8 School psychologists incorporate appropriate strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. These programs include program to program, early childhood to school, school to school, and school to work transitions.

4.9 School psychologists evaluate interventions (learning/behavioral) for individuals and groups. These include the skills necessary both to evaluate the extent to which the intervention contributed to the outcome and to identify what constitutes a "successful" outcome.

Practice Guideline 5

School psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

5.1 School psychologists develop academic and behavioral interventions. They recognize that interventions most likely to succeed are those which are adapted to the individual needs and characteristics of the student(s) for whom they are being designed.

5.2 School psychologists recognize (in themselves and others and in the techniques and instruments that they use for assessment and intervention) the subtle racial, class, gender, and cultural biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. School psychologists work to reduce and eliminate these biases where they occur.

5.3 School psychologists promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.

5.4 School psychologists incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

Practice Guideline 6

School psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.

6.1 School psychologists use their knowledge of development, learning, family, and school systems to assist schools and communities to develop policies and practices related to discipline, decision-making, instructional support, staff training, school improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.

6.2 School psychologists use their knowledge of organizational development and systems theory to assist in creating climates that result in mutual respect and caring for all individuals in the system, an atmosphere of decision-making and collaboration, and a commitment to quality services.

6.3 School psychologists regularly participate in the development of policies and procedures that advocate for effective programs and services.

6.4 School psychologists are actively involved in the development of systems change plans (such as school improvement plans) that directly impact the programs and services available to children, youth, and their families and that directly impact the ways in which school psychologists deliver their services.

6.5 School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.

6.6 School psychologists are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.

6.7 School psychologists are aware of funding mechanisms that are available to school and communities that support health and mental health services. School psychologists participate in the development of funding strategies to assure that needed services are available to students and their families.

Practice Guideline 7

School psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.

7.1 School psychologists shall apply knowledge of child development, psychopathology, diversity, social stressors, change, and systems to the identification and recognition of behaviors that are precursors to school dropouts or the

development of mental health disorders such as conduct disorders or internalizing disorders.

7.2 School psychologists shall provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization.

7.3 School psychologists shall develop, implement, and evaluate prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems.

7.4 School psychologists shall collaborate with school personnel, parents, students, and the community to provide competent mental health support during and after crises (for example, suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment).

7.5 School psychologists promote wellness by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

Practice Guideline 8

School psychologists have knowledge of family influences that affect students' wellness, learning, and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.

8.1 School psychologists design and implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.

8.2 School psychologists help parents feel comfortable participating in school functions or activities. These might include providing support for them when participating on special education and I.E.P. teams, encouraging parental involvement in school-wide committees such as school improvement teams, *and* facilitating home-school communication when problems arise and includes assisting parents in accessing community-based services for their family.

8.3 School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.

8.4 School psychologists help create linkages between schools, families, and community agencies and help coordinate services when programming for children involves multiple agencies.

8.5 School psychologists are knowledgeable about the local system of care and related community services available to support students and their families.

8.6 School psychologists work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.

8.7 School psychologists are active participants in public policy by serving on committees, participating in work groups and task forces, and in responding to proposed legislation and rules.

GUIDELINES FOR THE ORGANIZATION AND OPERATION OF THE UNIT

Unit Guideline 1: Organization of Service Delivery

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services. Services are delivered following the completion of a strategic planning process based on the needs of the consumers and an empirically supported program evaluation model.

1.1 School psychological services are available and accessible to all students and clients served by the agency and are in proportion to the needs of the client.

1.2 School psychological services are available to all students on an equal basis and are not determined by a specific funding source. Services are provided to students based on their need, not based on their eligibility to generate specific funding.

1.3 School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of

these services based on funding, setting, or program location. Therefore, school psychological and mental health services are provided through a "seamless" system of care.

1.4 School psychological services units ensure that the services delivered by the unit and provided directly by the school psychologist to consumers are based on a strategic plan. The plan is developed based on the collective needs of the district and community with the primary focus being the specific needs of the population served by individual practitioners.

1.5 School psychological services units conduct regular evaluations of the collective services provided by the unit as well as those services provided by individual practitioners. The evaluation process focuses on both the nature and extent of the services provided (process) and the student/family focused outcomes of those services (product).

1.6 The school psychological services unit provides a range of services to their clients. These consist of direct and indirect services that require involvement with the entire educational system as well as other services systems in the community. The consumers of and participants in these services include: students, teachers, administrators, other school personnel, families, caretakers, other community and regional agencies, and resources that support the educational process.

Unit Guideline 2: Climate

It is the responsibility of the unit to create a climate in which school psychological services can be delivered with

mutual respect for all parties. Employees of the unit have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

2.1 Providers of school psychological services maintain a cooperative relationship with colleagues and co-workers in the best mutual interests of clients. Conflicts are resolved in a professional manner.

2.2 The potential negative impact of administrative constraints on effective services is kept to a minimum. The school psychologist will advocate for administrative policies that support the school psychologist in seeking the needed services and will provide mechanisms for referral and consultation regarding unmet health and mental health needs.

2.3 Members of the unit advocate in a professional manner for the most appropriate services for their clients without fear of reprisal from supervisors or administrators.

2.4 School psychological service units are aware of the impact of work environment on the job satisfaction of unit employees and on the quality of services provided to consumers. Measures of work climate are included when the unit conducts self-evaluations.

2.5 School psychological service units promote and advocate for balance between professional and personal lives of unit employees. Unit supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to problem solve

when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

Unit Guideline 3: Physical, Personnel, and Fiscal Support Systems

School psychological services units ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, clerical services, and a physical work environment; and (d) employees have adequate personnel benefits necessary to support the work of the unit including continuing educational professional development.

3.1 School psychological services units assume the professional responsibility and accountability for services provided through the recruitment of qualified and diverse staff and the assurance that staff members function only in their areas of competency.

3.2 School psychological services units support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychology services staff to students. The ratio of staff to students should not exceed one staff person for every 1000 students.

3.3 School psychological services units utilize advanced technologies (e.g., computer-assisted) in time management, communication systems, data management systems, and service delivery.

3.4 School psychological services unit have access to adequate clerical assistance, appropriate professional work materials, sufficient office and work space, adequate technology support (e.g., e-mail, computer) and general working conditions that enhance the delivery of effective services. Included are test materials, access to private telephone and office, secretarial services, therapeutic aids, and professional literature.

Unit Guideline 4: Communication and Technology

The school psychological services unit ensures that policies and practices exist which result in positive, proactive communication and technology systems both within the unit, its central organizational structure, and those organizational structures with which the unit interacts.

4.1 School psychological service units provide opportunities for members of the unit to communicate with each other about issues of mutual professional interest on a regular basis.

4.2 School psychological services units maintain a formal system of communication channels with other units within the parent organization and between the unit and other agencies with whom it interacts on behalf of clients. The unit engages in decision-making and strategic planning with other units and agencies in order to ensure optimal services are provided to mutual clients.

4.3 School psychological services units ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain communication with service providers and clients within and outside the unit. The requirement for confidentiality

is respected, with adequate resources available to service providers to ensure confidential communication.

4.4 School psychological services units' policy on student records is consistent with state and federal rules and laws and ensures the protection of the confidentiality of the student and his or her family. The policy specifies the types of data developed by the school psychologist that are classified as school or pupil records. The policy gives clear guidance regarding which documents belong (consistent with FERPA or similar state/court regulations) to the school and the student/guardian and which documents (such as clinical notes) are the personal property of the school psychologist.

4.5 Parents may inspect and review any personally identifiable data relating to their children that were collected, maintained, or used in his/her evaluation. Although test protocols are part of the student's record, school psychologists protect test security and observe copyright restrictions. Release of records and protocols is done consistent with state/federal regulations.

Unit Guideline 5: Supervision

The school psychological services unit ensures that all personnel have levels and types of supervision adequate to ensure the provision of effective and accountable services. Supervision is provided through an ongoing, positive, systematic, collaborative process between the school psychologist and the school psychology supervisor. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned including the school psychologist, supervisor, students, and the entire school community.

5.1 A supervisor of a school psychological services unit holds or meets the criteria for the Nationally Certified School Psychologist (NCSP) credential and has been identified by an employing agency and/or school psychological service unit as a supervisor responsible for school psychology services in the agency or unit. Supervisors hold a state school psychologist credential and have a minimum of three years of experience as a practicing school psychologist. Training and/or experience in the supervision of school personnel are desirable.

5.2 When supervision is required for interns, beginning school psychologists, or others for whom supervision is necessary, such supervision will be provided at least 2 hours per week for persons employed full-time.

5.3 Supervisors lead school psychological services units in developing, implementing, and evaluating a coordinated plan for accountability and evaluation of all services provided in order to maintain the highest level of effectiveness. Such plans include specific, measurable objectives pertaining to the planned effects of services. Evaluation is both formative and summative. Supervisors provide leadership by promotion of innovative service delivery systems that reflect best practices in the field of school psychology.

5.4 Supervisors lead school psychological services units in developing, implementing, and evaluating a coordinated plan for accountability and evaluation of all services provided by individual staff members and by the unit as a whole in order to maintain the highest level of services. Such plans include specific, measurable objectives pertaining to the planned effects of services on all relevant elements of the system and the students it serves. Evaluation is both formative and summative.

5.5 The school psychological services unit continues to provide supervision or peer review for its school psychologists after their first year of employment to ensure continued professional growth and development and support for complex or difficult cases.

5.6 Supervisors coordinate the activities of the school psychological services unit with other professional services units through review and discussion of 1) intervention planning and outcomes; 2) comprehensive, systemic procedures and special concerns; and 3) discrepancies among views of various professional service providers or employing agencies.

5.7 Supervisors ensure that practica and internship experiences occur under conditions of appropriate supervision including 1) access to professional school psychologists who will serve as appropriate role models, 2) provision of supervision by an appropriately credentialed school psychologist, and 3) provision of supervision within the guidelines of the training institution and NASP *Standards for Training and Field Placement Programs in School Psychology.*

5.8 Supervisors provide professional leadership through participation in school psychology professional organizations and active involvement in local, state and federal public policy development.

Unit Guideline 6: Professional Development and Recognition Systems

Individual school psychologists and the school psychological services unit develop professional development plans annually. The school psychological services unit ensures

that continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the unit and that recognition systems exist to reflect the continuum of professional development activities embraced by its personnel.

6.1 All school psychologists within the unit actively participate in activities designed to continue, enhance, and upgrade their professional training and skills to help ensure quality service provision.

6.2 The school psychological services unit provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development and supervision activities at a minimal level necessary to maintain the NCSP.

6.3 School psychologists develop a formal professional development plan and update this plan annually. The goals, objectives, and activities of the plan are influenced by the following factors in order of priority: (1) the most pressing needs of the population and community served; (2) the knowledge, skills, and abilities required to implement initiatives sponsored by the unit; and (3) the individual interest areas of the school psychologists employed by the unit.

6.4 School psychologists seek and use appropriate types and levels of supervision as they acquire new knowledge, skills, and abilities through the professional development process.

6.5 School psychologists document the type, level, and intensity of their professional development activities. The school psychological services unit provides technology and personnel resources to assist in these activities.

6.6 School psychologists individually seek appropriate levels of advanced recognition (e.g., advanced degrees, levels established by district, state, or national recognition bodies) to reflect on-going professional development.

6.7 School psychological services units provide levels of recognition (e.g., salary, opportunity to use new skills) within the unit that reflect the professional development of the school psychologists in the unit.

Unit Guideline 7: Contracted/Independent Provider Services

The school psychological services unit is responsible for providing psychological services. These services can come from district employed school psychologists, from psychologists employed in independent practice, or through other agencies. Regardless of whether personnel are employed or contracted, it is the responsibility of the unit to ensure the same level and quality of services as those provided by personnel from within the unit.

7.1 Contractual school psychological services encompass the same comprehensive continuum of services as is provided by regularly employed school psychologists. These services include opportunities for follow-up and continuing consultation appropriate to the needs of the student. Individual contracts for services may be limited as long as the school psychological services unit ensures comprehensive services overall.

7.2 Contractual school psychological services are not used as a means to decrease the amount and quality of school psychological services provided by an employing agency. They may be used to augment and enhance programs, as

in the case of retaining needed expertise, to coordinate with other community health services, and to assure that services are available to students and their families.

7.4 Contracted services may be used as a mechanism to maximize available resources. However, any such models of service must provide comprehensive psychological services and must assure quality services of equal or greater value when compared to services provided by school-based personnel.

7.5 Contractual school psychological services are provided in a manner that protects the due process rights of students and their parents as defined by state and federal laws and regulations.

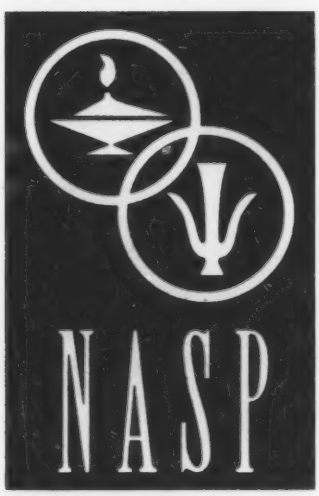
7.6 Psychologists providing contractual school psychological services provide those services in a manner consistent with these *Guidelines*, NASP *Principles for Professional Ethics*, and other relevant professional guidelines and standards.

7.7 Persons providing contractual psychological services are fully credentialed school psychologists as defined by these or other (e.g., state certification boards) recognized standards. In specific instances, however, services by credentialed psychologists in other specialty areas (e.g., clinical, industrial/organizational, neuropsychology) might be used to supplement school psychological services and should be coordinated with school psychological services.

7.8 Psychologists providing contractual school psychological services will require regular evaluation of the quality of services provided as well as the continued need for contracted services.

7.9 A credentialed school psychologist who has completed a school psychology training program that meets the criteria specified in the NASP *Standards for Training and Field Placement Programs in School Psychology* and two full-time years (one of which may be internship) of satisfactory, properly supervised experience is considered qualified for personally supervised, independent practice with peer review, regardless of work setting. (NOTE: "Independent practice" as used in this paragraph refers to autonomous functioning within the employing school or agency. Contrast this with the licensure rules of various states for "private practice.")

7.10 A credentialed school psychologist or an organized group of credentialed school psychologists may engage in independent practice outside of a school agency or unit pursuant to existing rules regarding the independent practice of psychology within a given state. Units will support public policy that will provide for the independent practice of school psychology.



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